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ABSTRACT

Results are presented of the Connecticut Statewide Basic Skills Proficiency Test, which was administered to Connecticut ninth graders for the fourth time in 1983. The history of the test is summarized; it was designed to identify students who are performing so far below grade level that they require remedial instruction to succeed in the ninth grade. The legislative mandate for the test is the Education Evaluation and Remedial Assistance Act. The subtests are described: mathematics, basic writing skills, language arts, and reading ability. Tables are included of the resulting scores, and sample writing responses are also appended. Highlights of the findings include the following: (1) average scores increased over the previous years in all areas; (2) the percentage of students who satisfied state standards increased in all areas; (3) there was greatest improvement in mathematics mastery, yet the greatest need was still in mathematics; and (4) language arts showed the most improvement in percentage of items correct. (GDC)

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CONNECTICUT BASIC SKILLS PROFICIENCY TEST 1983-84

Summary and Interpretations

- **MATHEMATICS**
- **BASIC WRITING
SKILLS IN THE
LANGUAGE ARTS**
- **READING**

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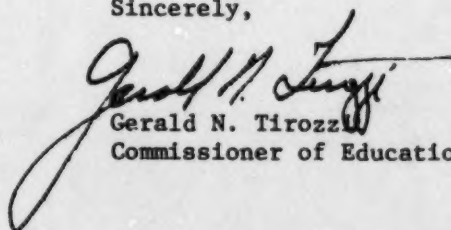
Connecticut has good reason to be proud of the solid improvements made after four years of testing ninth graders for proficiency in the basic skills. While there is still room for improvement, the achievement to date is considerable.

Results of the 1983-84 Connecticut Basic Skills Proficiency Test show the most significant improvements so far during the program. Most districts now have 90 percent or more of their students scoring above the minimum standard, the Statewide Level of Expected Performance, in language arts, reading and mathematics.

The testing program was established in 1978 under the Education Evaluation and Remedial Assistance (EERA) act and the test has been administered five times to ninth graders. The purpose of the testing is to identify students who do not meet minimum standards so that they will receive remedial instruction. Those students also must retake the appropriate test section or sections until they pass.

The EERA program's success depends on the continuing cooperation of state and local educators, and the credit for the improvements must be shared by administrators, teachers and students alike. These latest test results show our students are moving in the right direction. The current testing program, however, has not completed its work until each student can accomplish at least the established levels of proficiency. Basic skills are essential not just to further schooling, but to productive careers and good citizenship.

Sincerely,


Gerald N. Tirozzi
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ACKNOWLEDGEMENTS

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I. OVERVIEW

The Connecticut Statewide Basic Skills Proficiency Test was administered for the fourth time in October 1983. The test measures basic skills in reading, mathematics, and basic writing skills in the language arts. The purpose of the test is to help identify students who are performing so far below their current grade level that they require further diagnosis and remediation in order to participate successfully in ninth-grade classes. The results of the proficiency test are of particular interest to those who are concerned about the effectiveness of basic skills instruction and remediation. Highlights from the 1983 assessment are summarized in this section. Specific details are provided in Section V (October 1983 Proficiency Test Results) of this report.

Highlights

- The 1983 average scores for ninth-grade students in Connecticut on the statewide proficiency test showed improvement over the previous years in all areas.
- The 1983 percentages of students at or above the statewide level of expected performance (SLOEP) showed improvement over the previous year in all areas.
- Mathematics showed the most dramatic improvement over the previous year in the percentage of students at or above SLOEP, although there continues to be an indication of greater need in mathematics.
- Language arts showed the most marked increase over the previous year in the average percentage of items answered correctly by all students.
- The 1983 average scores and percentage of students at or above the SLOEP in each of the four areas tested were higher than the comparable figures for the 1980 administration.
- For the state as a whole, 14.4% of the students scored below SLOEP on at least one subtest. This is substantially better than the 1982 result of nearly one-quarter (24.7%) of the state's ninth-grade students who were in possible need of remediation. In 1981, approximately one-quarter (25.4%) of the students scored below SLOEP on at least one subtest, while in 1980 nearly one-third (31.4%) were in possible need of remediation.
- Of the 5,606 students in possible need of remedial assistance, 3,703 (66.1%) fell below SLOEP on only one subtest.
- The performance of urban students in 1983 improved dramatically in all areas. The percentages of students at or above SLOEP also improved since 1980 with the largest gains in mathematics (28.1% additional students at or above SLOEP).

- In large cities, the average scores and the percentages of students at or above SLOEP are below the respective statewide averages.
- Large cities have the highest percentage of students who may be in need of remedial assistance (40.6%). However, the urban school districts have reduced this figure by 13.7 percentage points since 1982, and by a total of 26.5 percentage points since the beginning of the statewide proficiency testing in 1980.

Historical Background

The Connecticut Statewide Basic Skills Proficiency Test is required by the Education Evaluation and Remedial Assistance Act (Section 10-14n of the Connecticut General Statutes). This examination was administered for the first time in March of the 1979-80 school year and has subsequently been administered in October of the 1980-81, 1981-82, 1982-83 and 1983-84 school years. The law, which became effective July 1, 1978, requires that the State Board of Education administer an annual statewide proficiency examination in basic reading, language arts, and mathematics skills to all ninth-grade students in Connecticut's public schools, vocational-technical schools, and endowed or incorporated high schools and academies. In addition, Public Act 82-387, which was passed in June of 1982, requires that students who score below the Statewide Level of Expected Performance (SLOEP) on any part of the statewide proficiency test must be retested annually in the non-proficient area(s) until they score at or above the statewide standard. In October 1983, retesting of both tenth and eleventh-grade students who scored below the SLOEP on one or more parts of the test took place. This report describes the development of the test and summarizes the October 1983 test results for ninth-grade students. Results for tenth and eleventh-grade students who were retested in one or more areas are reported in a separate addendum.

Purposes

The act concerning Education Evaluation and Remedial Assistance (EERA), which requires, among other things, the Statewide Basic Skills Proficiency Test, has eight basic purposes:

- to formalize a process of identifying those students in need of further diagnosis and possible remedial assistance in basic skills;
- to provide appropriate basic skills remedial assistance for students so identified;
- to maximize the number of students in Connecticut's schools who are proficient in the basic skills;
- to provide information to parents, instructors, students, and the public regarding the status of student proficiency in basic skills;

- to establish procedures at both the state and local levels for the effective use of test results;
- to provide school districts with information for use in assessing the progress of individual students over time;
- to provide the State Department of Education with information for use in assessing the progress of students and school districts over time, and
- to provide information upon which improvements in the general instructional program can be based.

The Basic Skills Test is one important means of achieving the goals of EERA.

Use of the test. In enacting Section 10-14n of the Connecticut General Statutes, the Connecticut General Assembly specified that the proficiency test should be used as a means of screening or identifying students who may be in need of help in acquiring basic skills proficiency. Students who are deficient in these skills must be provided with remediation. The test, however, should not serve as a requirement for promotion or graduation or as a diagnostic instrument. The test is administered as early as possible in a student's high school career in order to make the best use of the time available for providing remedial assistance to students who need it.

Fall versus spring testing. A March date was selected for the first year of testing in order to satisfy the legislation which required administration of the proficiency test during School Year 1979-80. An earlier date was not feasible given the timeline for test-development activities. However, the State Board of Education decided that, beginning with School Year 1980-81, all subsequent test administrations should take place in the early fall. The change to fall testing was made for the following reasons:

- to provide school districts with an additional six months for planning and/or providing remediation;
- to make test results available earlier in the year for district budget planning, and
- to reduce the likelihood of judgments being made which unfairly attribute accountability for identified failures to the ninth-grade instructional program.

Since the proficiency test was developed to assess K-8 skills and not ninth-grade learning, the change in the test date was not viewed as a problem. The change does have an effect on the use of the test results, however, in that student performance on the March 1980 test is not directly comparable to performance on subsequent tests. For the future, October 1980 will be used as the baseline year for comparisons of proficiency test results.

Implementation

A Statewide Advisory Committee was appointed by the State Board of Education to assist the Department of Education in implementing EERA. Committees were appointed in each of the three content areas (Mathematics, Language Arts, and Reading) to assist in identifying the specific skills upon which the proficiency test would be based and to assist in developing the test. A Test Bias Committee and a Psychometrics Committee were also appointed to assist in the development and review of the test. Committee members included specialists in the basic skills areas, representatives of the education community (elementary school through graduate school), and representatives of the general public. A list of the EERA Advisory Committee and the other committee members is presented at the beginning of this report.

During the 1979-80 school year, three phases of the development of the ninth-grade test were successfully completed:

- PHASE I Identifying the Content of the Test
- PHASE II Developing and Piloting the Test
- PHASE III Administering, Scoring, and Reporting the Results of
 the Test (March 1980)

In the 1980-81 school year, the same form of the test (Form A) was administered for a second time and subsequently released to the public. In the 1981-82 and 1982-83 school years, a parallel test form (Form B) was used. National Evaluation Systems (NES) of Amherst, Massachusetts, was the contract agency responsible for assisting the State Department of Education in developing and piloting Forms A and B and for administering, scoring, and reporting results of the 1982-83 administration. The College Board of New York was responsible for developing and scoring the reading portion of the proficiency test (PA-3). Westinghouse Data Score Systems administered and scored the test and reported the results during the 1981-82 school year. During the 1982-83 school year, a third form (Form C) was piloted in math and language arts. Form C was subsequently administered during the 1983-84 school year as well as a new form of the reading test (PB-6) developed by the College Board of New York. Cooperative Educational Services (CES) of Norwalk, the regional educational service center for Fairfield County, administered and scored the test and reported the data for the 1983-84 school year.

II. DESIGNING THE TESTS

The scope and difficulty of the content included in the proficiency test were selected to represent skills that students should have acquired after eight years of instruction. Lists of the specific skills (or objectives) to be assessed by the test were developed by the EERA Mathematics, Language Arts, and Reading Committees in the spring of 1979. The skills lists, along with examples and sample items, as appropriate, were then reviewed by Connecticut citizens by means of a survey questionnaire and a series of public meetings.

Based on reviews of the survey results and the reactions and recommendations of people attending the public meetings, members of the three content area committees revised the skills lists (objectives). A description of the test and a complete list of the objectives for each content area are included below.

Mathematics Test

The mathematics portion of the proficiency test was composed of 65 test items, all in multiple-choice format. Students were given 70 minutes to complete the test. Listed below are the 37 objectives which were identified for the mathematics portion of the test. The Mathematics Committee selected the objectives as representative, but not exhaustive, of the skills which should be taught prior to taking the Basic Skills Proficiency Test that are included within the broader domains of Computation, Concepts, and Problem Solving.

COMPUTATION

Addition and Subtraction with Whole Numbers and Decimals

1. Add whole numbers.
2. Subtract whole numbers.
3. Add decimal numbers.
4. Subtract decimal numbers.

Multiplication and Division with Whole Numbers and Decimals.

5. Multiply whole numbers.
6. Divide whole numbers (without remainders).
7. Multiply decimal numbers.
8. Divide decimal numbers.

Computation with Fractions

9. Add fractions and/or mixed numbers.
10. Subtract fractions and/or mixed numbers.
11. Multiply fractions and/or mixed numbers.
12. Divide fractions and/or mixed numbers.

Percents

13. Find a percent of a given whole number.
14. Find what percent one whole number is of another whole number.

CONCEPTS

Concepts of Order and Magnitude

15. Order unit fractions or decimal numbers.
16. Identify the place value of a digit in a given number.
17. Select the most appropriate unit of measure for a given task.

Concepts of Mathematical Equivalents

18. Convert fractions, decimals, and percents to equivalents.
19. Find equivalent linear measures (English, metric).
20. Find equivalent measures of weight (mass) and capacity (English, metric.).

Concepts of Numeric Representations

21. Identify the numeric form of a given whole number written in words.
22. Name a ratio given two quantities.
23. Identify the fractional equivalent of the shaded portion of a given pictorial representation.

Concepts of Geometric Properties

24. Recognize a given pair of lines as parallel, perpendicular, or intersecting.
25. Find the perimeter of a common geometric figure (triangle, rectangle, square, circle).
26. Find the area of a common geometric figure (triangle, rectangle, square, circle).

PROBLEM SOLVING

Problem-Solving Techniques

27. Identify the correct number sentence to solve a problem.
28. Solve for the value of a variable in a given formula.
29. Approximate a reasonable answer to a given problem.

Problem-Solving Using Tables, Graphs, Charts and Maps

30. Read and interpret a table, chart, or graph.
31. Read and interpret a map drawn to scale.

Problem-Solving Applications

32. Solve a problem involving whole numbers.
33. Solve a problem involving fractions.
34. Solve a problem involving decimals.
35. Solve a problem involving percents.
36. Solve a problem involving time.
37. Find the average of a set of whole numbers.

Basic Writing Skills in the Language Arts Test

In identifying the content of the language arts portion of the proficiency test, members of the Language Arts Committee acknowledged that the language skills of listening, speaking, reading, and writing are all very important tools in the study of language arts. Given the constraints of testing, however, and given the fact that reading would be assessed separately, the Committee determined that the proficiency test of language skills would concentrate on writing. For that reason, they titled the language arts assessment "Basic Writing Skills in the Language Arts".

The test was designed to assess writing ability as well as related language skills in the broad domains of Mechanics of Written Expression, Composing and Organizing Skills, and Library Skills for Writing Tasks. Accordingly, the test consisted of two parts:

- an exercise requiring each student to write a passage based on personal experience, and
- 36 multiple-choice questions.

Students were given 25 minutes to complete the writing exercise and 45 minutes to answer the 36 multiple-choice questions.

Following is the list of objectives identified for inclusion on the multiple-choice test of basic writing skills in the language arts.

MECHANICS OF WRITTEN EXPRESSION

1. Use correct capitalization in a sentence.
2. Use correct spelling for basic English vocabulary words.
3. Use correct punctuation in a sentence.
4. In connected discourse, recognize and correct errors of usage and/or grammar.

COMPOSING AND ORGANIZING SKILLS

5. Use language appropriate for the writer's purpose and audience.
6. Arrange information and ideas in appropriate sequence.
7. Recognize and group related ideas to achieve unity in a passage.
8. Identify and use appropriate words and phrases to make transitions in written expression.

LIBRARY SKILLS FOR WRITING TASKS

9. Demonstrate dictionary skills.
10. Use reference materials to locate information for a given writing task.

Reading Test

The reading portion of the proficiency test is called the "Degrees of Reading Power" (DRP). The test is designed to measure a student's ability to process and understand nonfiction English prose passages written at different levels of difficulty or readability. The test identifies the hardest prose that a student can read with comprehension.

The test measures a student's reading ability on an absolute scale. Just as a person's height and weight can be measured accurately without reference to how tall or heavy any other person is, so can reading ability be measured by determining on the prose difficulty scale the hardest text that can be read with comprehension.

The earlier forms of the test consisted of 14 nonfiction prose passages on a variety of topics. Each passage contained about 300 words and asked seven questions. Students were given 75 minutes to answer the 98 questions. In the present form of the test, the number of passages has been reduced to 11, and the students are given 65 minutes to answer the 77 questions. The passages are arranged in order of difficulty, beginning with very easy material and progressing to very difficult material. Test items are formed by the deletion of selected words in each passage. Each deleted word is indicated by an underlined blank space. Five response options are provided for completing each blank.

The items are designed so that the text of the passage must be read and understood. All the response options fit the blank space: that is, each one makes a grammatically correct and logically plausible sentence if the sentence is considered in isolation. However, only one response fits or is plausible when the surrounding context of the passage is considered. Therefore, to determine the right answer, students must understand the text surrounding the sentence. If the text is understood, then the one correct answer will be obvious.

The deleted words and the response options are always easy or common words, no matter how difficult the passage. Thus the test items become more difficult only with respect to the difficulty of the text in the passages. The response options are kept at an easy level in order to assure that answering questions correctly depends on understanding the surrounding prose in the passage. In addition, all the information that is needed to answer the questions is provided in the text of the passages, thus making it more certain that the test measures reading ability, and not prior information that some students may have and others may not.

Since a student's score on the test is an indication of the most difficult prose reading material which that student can comprehend, the information can be used by teachers to select materials for instruction and independent reading assignments which are of an appropriate difficulty level for that student.

III. TEST DEVELOPMENT PROCEDURES

For each of the skills identified for inclusion on the proficiency test, the content area committees established guidelines concerning the types, numbers, and difficulty level of items to be used to measure the skill. National Evaluation Systems was responsible for providing a set of test items meeting those specifications from which two parallel forms of the mathematics and language arts tests could be constructed. The College Board was responsible for providing a set of items for the reading test.

All language arts and mathematics test items were developed specifically for the Connecticut Basic Skills Proficiency Test. Test items were reviewed by committee members three times during the test development process--twice prior to the pilot test and once afterward to examine the pilot test results. Test items were added, deleted, or revised based upon committee recommendations throughout the test development process. Reading Committee members participated in a review of test items which had previously been extensively field-tested by the College Board of New York. The next section (Pilot Testing) will describe the procedures used in October 1979 to create Forms A and B and those used in October 1981 and 1982 to create Forms C and D.

Pilot Testing

In October 1979 a pilot test consisting of 148 test items in mathematics and 112 test items in language arts was administered to a sample of tenth-grade students in 32 representative Connecticut schools. A review of pilot-test results by the Mathematics, Language Arts, Test Bias, and Psychometrics Committees resulted in a final item pool containing enough items to construct two parallel forms (Forms A and B) of the mathematics and language arts tests. Form A was administered in March 1980 and again in October 1980. (For a more detailed description of the pilot-test procedures, see the Summary Report of the 1979-80 Connecticut Ninth-Grade Proficiency Test.)

In the Fall of 1981, test Form B in both Language Arts and Mathematics was administered along with a set of pilot items. Form B in Language Arts was administered with 20 different sets of 6 pilot items. Form B in Mathematics was administered along with twenty different sets of 10 pilot items. In this testing design, Form B is an anchor test into which 120 experimental language arts items and 200 experimental mathematics items are imbedded. Each version of the tests was administered to approximately 2,000 students.

In October 1982, the same design was used to test an additional 200 experimental mathematics items (20 sets of 10 items) and 140 experimental language arts items (20 sets of 7 items). (NOTE: Experimental items were administered to ninth-grade students only.)

The major purpose of this design was to construct two new forms of the tests, Form C and Form D for both language arts and mathematics. Test Forms C and D will have the following characteristics:

- Test Forms C and D are to have the same number of items as Form B (i.e., 36 items in language arts; and 65 items in mathematics);
- Test Forms C and D are to be equal in difficulty to each other, and to Form B, at both the domain and total test level, and
- Test Forms C and D are not to contain any overlapping items.

The psychometric procedures which are being utilized to construct test Forms C and D focus primarily on the use of the one-parameter latent trait model. The construction of Form C was completed in the spring of 1983, and was used for the present test administration in October 1983. The construction of Form D will be completed in 1984.

Setting the Statewide Level of Expected Performance (SLOEP)

As soon as final test forms (A and B) had been established for each section of the March 1980 Ninth-Grade Proficiency Test, the State Department of Education began the process of setting standards for the test. EERA Regulations mandated that a Statewide Level of Expected Performance (SLOEP) be established by January 1, 1980. Students whose scores fall below the statewide level of expected performance will be eligible for further diagnosis and, if necessary, remedial assistance, to be provided by the local or regional school board.

The State Department of Education's EERA staff met with the EERA Advisory Committee to determine the procedures to be used for setting standards on the Connecticut test. The State Department staff made a proposal, based upon consultation with the Psychometrics Committee, which recommended using some combination of the four most commonly used procedures for setting standards on multiple-choice tests: (a) Angoff method, (b) Nedelsky method, (c) Borderline Group method, and (d) Contrasting Groups method. The EERA Advisory Committee recommended the following two steps:

- Use the Angoff and Nedelsky methods prior to January 1 to establish the expected levels of performance for the March 1980 test administration.
- Use the Borderline and Contrasting Groups procedures after March 1980 to validate the SLOEP (set in step 1) for future years.

Angoff and Nedelsky procedures. Both the Angoff and Nedelsky approaches to standard-setting required the participation of subject-matter experts who know the capabilities and general performance levels of the student population and who are familiar with the curriculum in the schools. Four such groups of subject-matter experts, the majority of whom were teachers of ninth-grade students, participated as judges in the standard-setting process for the Connecticut mathematics and language arts multiple-choice tests. For each test, one group used the Angoff procedure and the other used the Nedelsky procedure. Both methods are designed to yield an estimate of the expected average score of a group of students with minimally acceptable performance. Estimates resulting from the use of these procedures were used to set the cut scores for the mathematics and language arts multiple-choice portions of the Connecticut ninth-grade test. (For a more detailed description of the standard-setting process, see the 1979-80 Summary Report.)

Setting standards for the Writing Exercise and the Reading Test (DRP) involved two groups for each test. For the Writing Sample, two groups of committee members, acting as judges, read a set of 18 papers which had been previously scored using the holistic scoring method. The judges were asked to read each paper and to determine whether the writer (a) definitely needed remedial assistance, (b) definitely did not need remedial assistance, or (c) was on the borderline between needing remedial assistance and not needing it. After a brief training exercise in holistic scoring, each judge rated the papers. Judges' ratings were then compared with the actual scores those papers had been given when scored holistically. Based upon their ratings, the two groups of judges agreed that papers which had received a summed score of 2 or 3 indicated a need for remedial assistance. The State Department, therefore, recommended as the SLOEP for the writing sample a holistic score of 4.

In reading, one group examined the passages in the DRP, asking themselves what the most difficult passage was which a ninth-grade minimally competent student could be expected to read with 75% comprehension. The other sub-group examined lists of textbooks, commonly used in English and social studies classes, and selected those textbooks which a minimally competent ninth-grade student could be expected to read. When the DRP unit (score) corresponding to those textbooks was identified, it was identical to the DRP unit (score) of the passage identified by the first group. The DRP unit (score) recommended by both reading sub-groups was 47.

State Board approval. The State Department of Education recommended the adoption of the following Statewide Levels of Expected Performance: 62 percent for Mathematics, 58 percent for Basic Writing Skills in the Language Arts, a holistic score of 4 for Writing, and a DRP unit score of 47 for Reading. In January, 1980, the State Board of Education approved the standard-setting process and all four of the proposed Statewide Levels of Expected Performance.

IV. TEST ADMINISTRATION AND SCORING

Test sessions were conducted by local teachers under the supervision of local Test Coordinators who had been trained by staff from Cooperative Educational Services (CES). A student who took all four subtests participated in approximately three and one-half hours of testing. In order to allow the school districts as much latitude as possible in adapting test administration to local conditions and student needs, local plans for administration of the Basic Skills Proficiency Test were acceptable if the following conditions were met for all students:

- (a) Session 1 (Writing Sample) occurred on October 13, 1983;
- (b) Basic Writing Skills in the Language Arts, Mathematics, and Reading occurred in any sequence sometime during October 11, 12, 13 and 14, 1983;
- (c) All ninth, tenth and eleventh graders in a district were tested on the same schedule;
- (d) Testing occurred during the regular school day in a classroom setting;
- (e) Testing allowed for a minimum of a five-minute break between each testing session;
- (f) No more than three testing sessions were administered in one-half day, and
- (g) Make-up sessions began following the administration of the last testing session and were concluded by Thursday, October 20, 1983. Conditions (d) through (f) above applied for all make-up sessions.

At the conclusion of the make-up testing period, the tests and answer booklets were returned to Cooperative Educational Services (CES) and organized in preparation for holistic scoring workshops and optical scanning and scoring.

Scoring of the Language Arts and Mathematics Tests

The mathematics and language arts multiple-choice tests were scored by CES. The scores reported indicate the percentage of items answered correctly by students. Mathematics scores were reported for the total test and for three domains: Computation, Concepts, and Problem Solving. Likewise, language arts scores were reported for the total test and for three domains: Mechanics of Written Expression, Composing and Organizing Skills, and Library Skills for Writing Tasks.

Scoring of the Writing Sample

The writing sample was scored by Connecticut English teachers using a technique known as the holistic scoring method. Holistic scoring is an impressionistic and quick scoring process that rates written products on the basis of their overall quality. It relies upon the scorers' trained understanding of the general features that determine distinct levels of achievement on a scale appropriate to the group of writing pieces being evaluated.

The major assumption upon which holistic scoring is based is that the quality of a piece of writing should be judged on its overall success as a whole presentation, rather than on the quality of its component parts. Contributing to the rationale underlying holistic scoring is evidence that: (1) no aspect of writing skill can really be judged independently; (2) teachers can recognize and agree upon good writing when they see it, regardless of how they describe writing ability, and (3) teachers will rate pieces of writing in much the same way regardless of any discrepant views they might hold about how particular components of writing should be weighed.

The procedure for holistic scoring is specific to the complete set of writing samples on a given topic that a group of scorers have been asked to evaluate. That is, the scoring scale is based on the range of ability reflected in the particular set of writing samples being assessed.

Preparation for scoring. Prior to the training/scoring sessions, a committee consisting of Connecticut State Department of Education officials, representatives of the Connecticut Council of Teachers of English and the Connecticut Heads of English Departments, one of two Chief Readers and project staff from CES met and read a substantial number of essays drawn from the total pool of essays to be scored. Approximately 60 essays were selected to serve as "range-finders" or "markers," representing the range of achievement demonstrated in the total set of papers. Copies of those range-finders served as training papers during the scoring workshops which followed. Each range-finder was assigned a score according to a four-point scale, where 1 represents a poor paper and 4 represents a superior paper.

Scoring workshops. During the month of November, nine holistic scoring workshops were held in four different locations across the state. Attendance at these scoring workshops totaled 369 teachers. At each workshop, the agenda consisted of two parts: a training session and a scoring session.

For the training session, teachers were seated in one large group. The Chief Reader was responsible for conducting the session. The general procedure for a training session is described below.

- Each training paper (range-finder) was studied in turn and trial-scored by all scorers. Scoring judgments were independent, quick, and immediate, and were based on the scorer's overall impression of the paper. No fractional points on the score scale (1-4) were permissible.
- After all scorers had scored the first four training papers, their judgments were compared to the score assigned by the Chief Reader. Any discrepancies were discussed. Through repeated discussions on succeeding training papers, scorers came to identify and internalize those features of written composition that distinguish the papers along the established range. This "holistic" process obviates the need to articulate explicitly the specific criteria that separate one score point from the next.
- Scorers were "calibrated" by ascertaining that they were making judgments consistent with one another and with the Chief Reader. Discussions about papers continued until agreement was reached on the scores of the training papers.

Once teachers were calibrated, actual scoring of the writing exercises occurred. Each paper was read independently by two different scorers; that is, the second reader did not see the score assigned by the first reader. The Chief Reader was responsible for adjudicating any disagreement of more than one point between the judgments of the two scorers as well as any score in combination with a zero score. In other words, discrepancies of one point between scores (e.g., 4 and 3, 1 and 2, 2 and 3) were acceptable, but larger discrepancies (e.g., 2 and 4, 3 and 1, 1 and 4, as well as 0 and 1, 2, 3, or 4) had to be resolved by the Chief Reader. Once a paper was assigned two non-discrepant scores, the two scores would be summed in the computerized scoring process to produce the final score for each student. The possible scale of summed scores ranged from a low of 2 to a high of 8.

Understanding the holistic scores. Examples of actual student papers which are representative of the scoring range for the Connecticut proficiency test will assist the reader in understanding the statewide standard set for the writing sample and in interpreting the test results. Sample papers representing four different holistic scores are presented in the Appendix. Note that the process of summing the scores assigned by the two readers expands the scoring scale to account for "borderline" papers. A paper which receives a 4 from both scorers (for a total score of 8) is likely to be better than a paper to which one reader assigns a 4 and another reader assigns a 3 (for a total score of 7). In addition, it should be emphasized that each of the score points represents a range of student papers--some 4 papers are better than others.

A score of zero (0) was assigned to student papers in certain cases. A score of 0 indicates that a paper is not scorable and, therefore, that the student's writing skills remain to be assessed. The cases in which a score of 0 was assigned were as follows:

- responses that merely repeated the assignment
- illegible responses
- blank responses
- responses in languages other than English
- responses that failed to address the assigned topic in any way
- responses that were too brief to score accurately, but which demonstrated no signs of serious writing problems (for example, a response by a student who wrote the essay first on scratch paper and who failed to get very much of it recopied)

Both readers had to agree that a paper deserved a 0 before this score was assigned. If the two readers disagreed, a third reader arbitrated the discrepancy. Papers which were assigned a score of 0 were not included in summary reports of test results.

Scoring of the Reading Test

The reading test was scored by the College Board of New York. The scores reported are the DRP unit scores. These scores identify the difficulty or readability level of prose that a student can read with comprehension. This makes it possible to match the difficulty of written materials with student ability. These scores can be better interpreted by referring to the readability levels of some general reading materials as shown below:

- Sports Section - local daily newspaper - 58 DRP Units
- Fiction Section - general interest magazines - 45 DRP Units
- Business Section - local daily newspaper - 73 DRP Units

A much more extensive list of reading materials is contained and rated in the booklet Readability Report.

The conversion between DRP unit scores and raw scores can be made from the tabled values in the Degrees of Reading Power Users Guide, pp. 26-28.

V. OCTOBER 1983 PROFICIENCY TEST RESULTS

Test results are reported in three ways: statewide, by type of community and by district.

Statewide Test Results

Table 1 summarizes the statewide results of the October 1983 Basic Skills Proficiency Test for ninth-grade students in each of four subject areas.

TABLE 1
CONNECTICUT BASIC SKILLS PROFICIENCY TEST RESULTS: OCTOBER 1983
STATEWIDE SUMMARY REPORT: GRADE 9
ALL DISTRICTS

SUBJECT/DOMAIN	AVERAGE PERCENT CORRECT	STANDARD DEVIATION	NUMBER OF STUDENTS SCORED	STUDENTS AT OR ABOVE SLOEP*	
				NUMBER	PERCENT
MATHEMATICS					
COMPUTATION	85.0%	13.6%			
CONCEPTS	74.1%	18.6%			
PROBLEM-SOLVING	84.5%	14.4%			
TOTAL	81.6%	13.8%	38492	34611	89.9%
LANGUAGE ARTS					
MECHANICS	87.2%	14.9%			
COMPOSING	90.4%	14.1%			
LIBRARY	88.1%	17.2%			
TOTAL	88.5%	13.0%	38476	37014	96.2%
	AVERAGE HOLISTIC SCORE				
WRITING SAMPLE	5.9	1.5	38179	36043	94.4%
	AVERAGE DRP UNIT SCORE				
READING	72		38390	37296	97.2%
* MATHEMATICS SLOEP	= 62%				
LANGUAGE ARTS SLOEP	= 58%				
WRITING SLOEP	= 4				
READING SLOEP	= 47				

Mathematics. In mathematics, 34,611 or 89.9% of the students taking the test scored at or above SLOEP. Statewide, Connecticut students achieved an average score of 81.6%; that is, 53 of the 65 items were answered correctly. Students did best in computation (85.0%), followed by problem solving (84.5%) and mathematical concepts (74.1%).

Basic Writing Skills in the Language Arts. Basic writing skills in the language arts were measured with two separate tests. Students began with a 25-minute writing sample and then took a 36 item multiple-choice test. On the multiple-choice test, 37,014 students, or 96.2% scored at or above SLOEP. The average score was 88.5%. It can be seen that students did best on multiple-choice test items in composing (90.4%), followed by library skills (88.1%) and mechanics of written expression (87.2%). On the writing sample, 36,043 students, or 94.4% were at or above SLOEP. The average score on the writing sample was 5.9 on a range of 2 to 8.

Reading. In reading, 37,296 students, or 97.2%, scored at or above SLOEP. The average Degrees of Reading Power (DRP) unit score is 72. This translates to a DRP raw score of 67 out of 77 test items.

Figure 1 (pages 18-19) pictorially presents the results for each of the four October test administrations. For each subtest, the bar graphs indicate the percentage of students at or above SLOEP for each test administration. The shaded area of each bar graph highlights the average growth in student achievement since 1980. The line graphs display the average number or percentage of items answered correctly by all students for each test administration, with the SLOEP for each area tested represented by the solid black horizontal line.

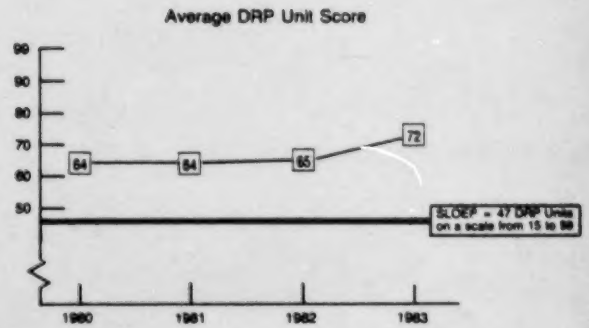
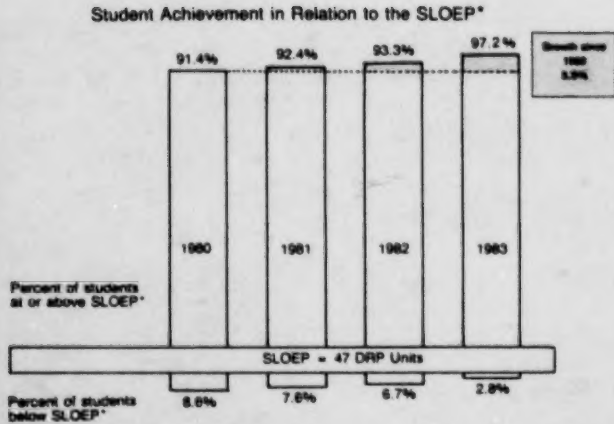
Principal Results

- The 1983 average scores for ninth-grade students in Connecticut on the statewide proficiency test showed improvement over the previous years in all areas.
- The 1983 percentages of students at or above SLOEP showed improvement over the previous year in all areas.
- Mathematics showed the most dramatic improvement over the previous year in the percentage of students at or above SLOEP, although there continues to be an indication of greater need in mathematics.
- Language arts showed the most marked increase over the previous year in the average percentage of items answered correctly by all students.
- The 1983 average scores and percentage of students at or above the SLOEP in each of the four areas tested were higher than the comparable figures for the 1980 administration.

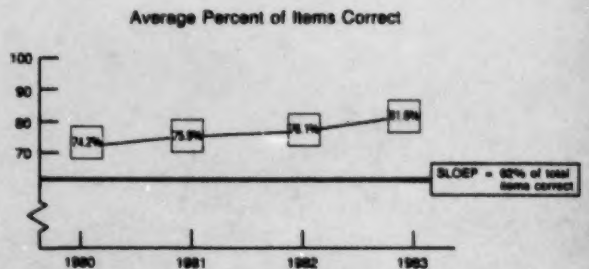
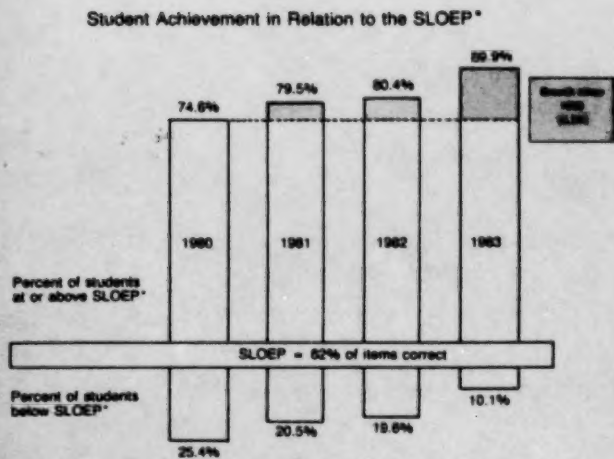
FIGURE 1

COMPARISON OF STATEWIDE RESULTS FOR THE EERA BASIC SKILLS PROFICIENCY TEST:
OCTOBER 1980, 1981, 1982 AND 1983 ADMINISTRATIONS

READING



MATHEMATICS

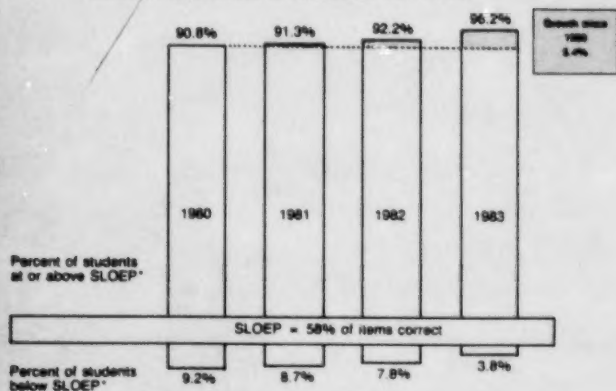


*SLOEP is the Statewide Level of Expected Performance

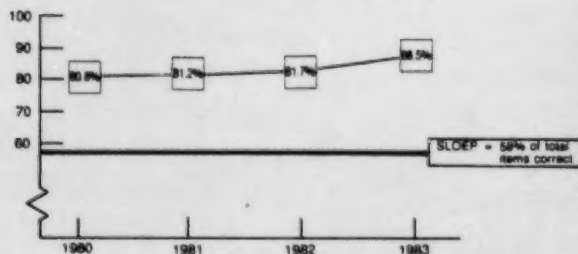
FIGURE 1 (Continued)
COMPARISON OF STATEWIDE RESULTS FOR THE EERA BASIC SKILLS PROFICIENCY TEST:
OCTOBER 1980, 1981, 1982 AND 1983 ADMINISTRATIONS

LANGUAGE ARTS

Student Achievement in Relation to the SLOEP*

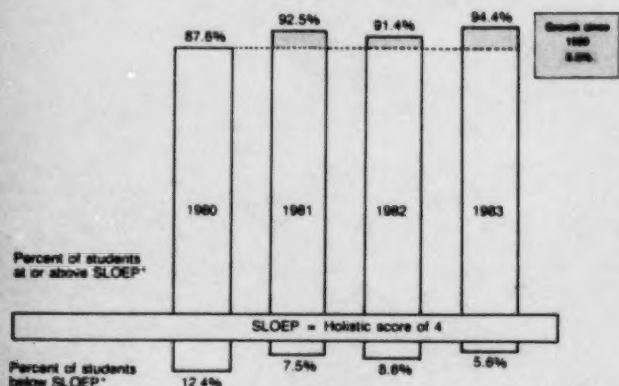


Average Percent of Items Correct

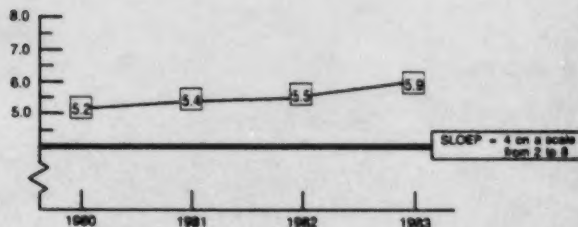


WRITING

Student Achievement in Relation to the SLOEP*



Average Holistic Score



*SLOEP is the Statewide Level of Expected Performance

Test Results by Type of Community

Tables 2 and 3 present data aggregated by Type of Community (TOC) for each portion of the October 1983 proficiency examination. Connecticut school districts were classified according to six community types, as follows:

- TOC 1 = LARGE CITY - a town with a population of more than 100,000.
- TOC 2 = FRINGE CITY - a town contiguous with a large city, and with a population over 10,000.
- TOC 3 = MEDIUM CITY - a town with a population between 25,000 and 100,000 and not a Fringe City.
- TOC 4 = SMALL TOWN (Suburban) - a town within an SMSA* with a population of less than 25,000, not a Fringe City.
- TOC 5 = SMALL TOWN (Emerging Suburban) - a town with a population of less than 25,000 included in what was a proposed 1980 SMSA but not included in a 1970 SMSA.
- TOC 6 = SMALL TOWN (Rural) - a town not included in an SMSA, with a population of less than 25,000.

For Tables 2 and 3, students attending Regional Vocational-Technical Schools have not been classified within the six TOCs but have been aggregated as a separate group.

Principal Results

- The performance of urban students (TOC 1) in 1983 improved dramatically in all areas. The percentages of students at or above SLOEP also improved since 1980 with the largest gains in mathematics (28.1% additional students at or above SLOEP).
- With the exception of large cities (TOC 1), there are relatively small differences in the average scores on the subtests among the remaining TOCs.
- In TOC 1, the average scores and the percentages of students at or above the SLOEPs are below the respective statewide averages.

* SMSA ("Standard Metropolitan Statistical Area") is the U.S. Census bureau definition of a metropolitan area. It includes a central city (or "twin cities") of at least 50,000 people, and those contiguous towns that are socially and economically integrated with the central city. There are 11 SMSAs in Connecticut. The above classifications are based upon what were the proposed 1980 SMSAs.

TABLE 2
SUMMARY OF EERA BASIC SKILLS PROFICIENCY TEST RESULTS
FOR SIX TYPES OF COMMUNITIES, VOCATIONAL-TECHNICAL SCHOOLS, AND STATE: OCTOBER 1983
SCHOOL YEAR 1983-84

NOTE: It is neither appropriate nor meaningful to sum across the different tests and subtests because of differences in scoring units, test lengths and Statewide Levels of Expected Performance (SLOEPs).

TYPE OF COMMUNITY (TOC)	MATHEMATICS					LANGUAGE ARTS					WRITING		READING	
	Comp	Conc	Prob	Total Mean % Correct	% At or Above SLOEP	Mech	Comp	Libr	Total Mean % Correct	% At or Above SLOEP	Mean Holistic Score	% At or Above SLOEP	Mean DRP Unit Score	% At or Above SLOEP
Large City (1)	75.4	58.7	72.5	69.5	68.0	76.1	81.8	78.0	78.6	87.9	4.7	80.2	63	90.5
Fringe City (2)	87.3	77.2	87.0	84.2	93.9	89.5	92.1	90.3	90.6	97.7	6.1	97.1	75	98.4
Medium City (3)	85.0	73.9	84.6	81.6	90.7	87.8	91.0	88.4	89.1	96.8	5.9	95.8	73	97.7
Suburban Town (4)	88.6	79.8	88.3	85.9	95.6	91.2	93.2	91.6	92.0	98.5	6.3	98.2	76	99.0
Emerging Suburban (5)	87.9	79.7	88.4	85.7	95.8	91.2	92.9	91.0	91.8	98.5	6.3	98.2	76	98.6
Rural Town (6)	85.6	76.5	86.1	83.1	93.1	88.7	91.2	89.5	89.8	96.9	6.2	97.0	75	97.8
Vocational-Technical Schools	83.7	71.2	83.6	80.0	92.6	83.7	88.5	86.1	86.0	96.5	5.3	92.6	69	97.4
State	85.0	74.1	84.5	81.6	89.9	87.2	90.4	88.1	88.5	96.2	5.9	94.4	72	97.2

TABLE 3
NUMBER OF STUDENTS SCORED: OCTOBER 1983
SCHOOL YEAR 1983-84

TYPE OF COMMUNITY (TOC)	MATHEMATICS	LANGUAGE ARTS	WRITING	READING
Large City (1)	5395	5402	5285	5352
Fringe City (2)	8222	8206	8180	8205
Medium City (3)	8330	8340	8255	8326
Suburban Town (4)	7283	7273	7256	7268
Emerging Suburban (5)	3493	3498	3488	3492
Rural Town (6)	2686	2679	2662	2668
Vocational-Technical Schools	3083	3078	3053	3079
State	38492	38476	38179	38390

Table 4 presents an unduplicated count of the total number and percentage of students needing further diagnosis (and perhaps remedial assistance) in one or more subject areas. Table 4 displays the potential magnitude of remedial assistance at the ninth-grade level in Connecticut. The results are presented for the state as a whole, and then aggregated by TOC and vocational-technical schools.

Principal Results

- For the state as a whole, 14.4% of the students scored below SLOEP on at least one subtest. This is substantially better than the 1982 result of nearly one-quarter (24.7%) of the state's ninth-grade students who were in possible need of remediation. In 1981, approximately one-quarter (25.4%) of the students scored below SLOEP on at least one subtest, while in 1980 nearly one-third (31.4%) were in possible need of remediation.
- Of the 5,606 students in possible need of remedial assistance, 3,703 (66.1%) fell below SLOEP on only one subtest.
- Large cities (TOC 1) have the highest percentage of students who may be in need of remedial assistance (40.6%). However, the urban school districts have reduced this figure by 13.7 percentage points since 1982, and by a total of 26.5 percentage points since the beginning of the statewide proficiency testing in 1980.

TABLE 4
NUMBER AND PERCENT OF STUDENTS BELOW SLOEP ON ONE OR MORE
SUBTESTS, BY STATE AND BY TYPE OF COMMUNITY (TOC)*: OCTOBER 1983
SCHOOL YEAR 1983-84

	NUMBER OF STUDENTS TAKING AT LEAST ONE SUBTEST	BELOW SLOEP ON ONLY ONE SUBTEST		BELOW SLOEP ON TWO OR MORE SUBTESTS		TOTAL BELOW SLOEP ON AT LEAST ONE SUBTEST	
		#	%	#	%	#	%
STATE	39052	3703	9.5	1903	4.9	5606	14.4
TOC 1	5636	1284	22.8	1004	17.8	2288	40.6
TOC 2	8294	555	6.7	212	2.6	767	9.2
TOC 3	8473	800	9.4	312	3.7	1112	13.1
TOC 4	7341	371	5.1	109	1.5	480	6.5
TOC 5	3512	171	4.9	60	1.7	231	6.6
TOC 6	2701	184	6.8	85	3.1	269	10.0
VOCATIONAL- TECHNICAL SCHOOLS	3095	338	10.9	121	3.9	459	14.8

* The TOC is based on the student's school district.

Test Results by District

Table 5 (pages 24-27) presents a listing of test results by school districts and other schools. School districts are listed alphabetically, followed by regional school districts, endowed academies, and vocational-technical schools. The TOC designation in the second column indicates the group with which each district or school has been classified on Tables 2, 3 and 4.

Because the most valid comparisons for district scores are longitudinal within each district, the State Department of Education advises against making school district comparisons. The following cautions should also be noted:

- The tests were not designed for normative purposes.
- It is not appropriate or meaningful to sum across the different tests and subtests because of differences in test length, scoring units, and SLOEPs.
- It is inappropriate to compare districts solely on the basis of the percentage of students scoring at or above the SLOEPs. These comparisons are inappropriate since it is impossible to identify, solely on the basis of the above information, how the average student has performed in the districts being compared. Average scores and standard deviations provide more appropriate comparative information on how well the average student is performing, although many factors may affect the comparability of these statistics as well.
- Test score comparisons with previous years should be performed at the total test score level and not at the domain score level.

Participation Rate Results

Table 6 (pages 28-29) presents the number of ninth-grade students in each district and the percentages of students who participated in the proficiency test during the October 1983 statewide administration. The alphabetical listing of districts provides the following information for each district:

Column 1	The total number of ninth-grade students at the time of testing.
Column 2	The number of ninth-grade students eligible for testing (i.e., excluding certain special education, bilingual, and ESL students).
Column 3	The number of students tested but excluded from district summary data.
Columns 4-7	The percentages of ninth-grade students who received valid scores for each test based on the number of eligible students (i.e., column 2).

Individual Student Report

For each student tested, two copies of an individual student report were sent to the district, one for the student's file and one for the student's parent or guardian. An example is provided in Figure 2 on page 30.

TABLE 5
EERA BASIC SKILLS PROFICIENCY TEST RESULTS
FOR CONNECTICUT SCHOOL DISTRICTS: OCTOBER 1983
SCHOOL YEAR 1983-84

NOTE: It is neither appropriate nor meaningful to sum across the different tests and subtests because of differences in scoring units, test lengths and Statewide Levels of Expected Performance (SLOEPs).

DISTRICT	TOC	MATHEMATICS					LANGUAGE ARTS					WRITING		READING	
		Comp	Conc	Prob	Total Mean % Correct	% At or Above SLOEP	Mech	Comp	Libr	Total Mean % Correct	% At or Above SLOEP	Mean Holistic Score	% At or Above SLOEP	Mean DRP Unit Score	% At or Above SLOEP
ANSONIA	5	84.1	71.0	83.5	80.0	90.4	87.2	88.9	86.4	87.6	97.3	5.4	95.9	67	94.5
AVON	4	93.4	86.5	91.9	90.9	99.4	93.4	96.1	94.4	94.6	100.0	7.0	100.0	83	100.0
BERLIN	4	86.5	75.3	86.8	83.3	94.0	91.4	94.1	91.6	92.4	98.5	6.2	98.5	76	98.0
BETHEL	4	86.6	74.6	86.0	82.9	92.4	88.2	91.1	90.0	89.6	97.1	6.0	96.6	76	99.4
BLOOMFIELD	2	83.8	70.8	81.8	79.3	87.1	85.7	90.2	86.1	87.4	93.7	5.6	89.6	73	98.7
BOLTON	4	83.1	75.6	85.4	81.7	92.0	87.5	93.4	89.8	90.1	98.0	6.4	100.0	78	97.9
BRANFORD	4	82.9	71.1	84.5	80.0	90.2	85.7	91.4	88.5	88.4	97.0	5.6	93.0	73	98.0
BRIDGEPORT	1	73.9	56.2	69.7	67.2	66.3	72.0	79.5	75.1	75.4	85.8	4.3	73.5	60	89.9
BRISTOL	3	84.7	72.9	84.9	81.3	92.1	87.9	90.7	88.5	89.0	97.2	5.9	97.0	73	98.2
BROOKFIELD	4	88.8	81.3	88.8	86.6	97.2	91.6	93.9	92.5	92.6	98.2	6.7	99.5	76	99.5
BROOKLYN	6	87.2	75.9	85.4	83.3	95.8	90.1	93.4	92.5	91.8	98.9	6.4	98.9	76	98.9
CANTON	4	92.4	82.3	89.1	88.3	98.9	91.3	93.2	89.6	91.6	100.0	6.7	98.9	78	100.0
CHESHIRE	2	88.8	80.8	89.9	86.8	97.1	93.4	94.8	92.9	93.8	99.4	6.5	99.4	78	99.1
CLINTON	4	89.6	80.4	89.4	86.8	97.6	88.3	91.4	88.3	89.4	100.0	5.8	99.4	75	98.2
COLCHESTER	5	85.9	79.2	86.3	84.1	95.3	90.9	90.3	89.3	90.3	98.1	6.0	95.3	73	100.0
COVENTRY	3	86.1	72.8	85.4	82.0	94.4	89.2	89.9	88.9	89.4	97.6	6.2	99.2	75	99.2
CROMWELL	4	86.4	73.7	86.4	82.4	91.0	90.8	91.0	85.2	89.7	98.8	6.2	98.8	70	96.5
DANBURY	3	84.6	72.1	84.0	80.7	89.6	88.2	91.7	88.7	89.6	97.5	5.9	95.3	73	97.5
DARTMOUTH	3	91.1	84.2	91.3	89.1	97.7	93.4	95.1	91.7	93.6	99.3	6.6	99.0	78	99.0
DERBY	5	76.6	66.0	80.6	74.9	80.3	85.2	86.9	82.3	85.1	95.2	5.5	91.8	68	93.8
EAST GRANBY	4	93.8	82.3	92.4	89.9	98.3	92.3	96.1	92.6	93.7	100.0	6.6	100.0	83	100.0
EAST HADDAM	5	92.3	84.1	90.5	89.3	100.0	93.7	95.9	91.8	94.1	100.0	6.3	100.0	80	100.0
EAST HARTFORD	2	87.1	78.8	87.1	84.7	96.2	90.7	92.7	91.0	91.5	97.2	6.5	99.1	80	100.0
EAST HAVEN	2	84.9	71.9	84.1	80.8	89.1	86.3	90.3	86.6	87.8	96.9	6.0	98.7	69	97.1
EAST LYME	4	79.6	66.0	80.2	75.8	83.0	83.6	86.0	82.0	84.1	95.0	5.6	93.8	69	97.0
EAST WINDSOR	4	89.2	81.2	88.8	86.7	96.8	89.6	90.5	90.1	90.0	96.8	6.0	96.8	75	97.8
ELLINGTON	4	83.8	70.4	83.2	79.7	94.1	85.8	89.3	88.1	87.6	95.1	5.9	97.0	73	98.0
ENFIELD	4	85.5	76.4	86.1	83.0	92.7	90.3	92.5	92.3	91.5	98.5	6.1	97.0	78	99.3
FAIRFIELD	2	85.8	75.5	85.7	82.7	93.6	87.5	91.4	88.6	89.1	96.5	6.1	98.0	75	98.7
FAIRFIELD 7	2	90.6	82.1	89.8	87.8	98.2	93.6	94.9	92.2	93.7	99.1	6.7	98.7	78	98.9
FARMINGTON	4	89.1	79.4	89.1	86.2	94.8	91.8	94.6	93.5	93.2	100.0	6.3	99.0	78	99.5
GLASTONBURY	4	93.3	88.0	91.9	91.2	98.4	93.3	94.8	93.1	93.8	98.6	6.6	99.5	80	100.0
GRANBY	4	85.5	78.6	88.9	84.7	96.9	93.8	95.1	92.5	94.0	100.0	6.7	100.0	80	99.2
GREENWICH	2	90.3	82.7	90.5	88.1	98.2	91.3	93.3	92.4	92.3	98.7	6.3	99.0	80	99.7
GRISWOLD	3	83.0	65.0	79.6	76.5	87.7	86.2	86.2	75.7	83.7	96.2	5.5	95.2	68	97.1
GROTON	4	88.2	75.7	85.8	83.7	92.1	89.0	92.0	91.0	90.5	97.8	6.3	98.1	76	97.8
GUILFORD	4	88.6	84.7	89.3	87.7	96.3	92.3	93.8	93.2	93.0	99.7	6.6	99.7	76	99.3
HARTFORD	1	82.2	72.4	82.6	79.5	86.5	85.4	88.1	86.2	86.8	94.3	5.9	95.7	70	97.0
HARTFORD 11	6	75.2	58.3	72.1	69.2	69.8	74.3	81.6	77.7	77.7	88.2	4.6	78.9	62	89.5
KILLINGLY	6	83.7	74.7	84.3	81.3	89.9	86.2	87.5	88.9	87.3	94.5	5.6	93.3	70	96.6
LEBANON	3	87.8	79.8	86.7	85.1	93.4	89.9	92.6	91.7	91.3	96.2	6.3	99.1	78	100.0
LEDYARD	4	88.8	80.1	88.3	86.1	91.6	90.6	91.4	90.5	90.8	96.4	6.5	98.2	73	97.1
LITCHFIELD	6	88.5	79.3	87.6	85.5	92.9	91.3	95.4	92.6	93.0	98.8	6.6	98.8	78	98.8
MADISON	5	88.3	80.4	90.0	86.6	96.8	92.0	94.0	91.0	92.5	98.8	6.7	98.8	76	98.8
MANCHESTER	3	87.4	76.1	85.8	83.5	93.2	89.9	91.7	90.3	90.6	96.9	6.1	97.7	75	98.3
MERIDEN	3	83.4	71.2	82.6	79.5	85.8	88.5	90.6	88.3	89.2	97.3	5.7	93.6	69	97.2
MIDDLETOWN	3	84.9	72.4	82.7	80.5	88.5	86.2	89.4	85.8	87.3	94.4	5.7	94.8	70	96.5
MILFORD	3	89.3	74.8	84.7	81.7	93.6	86.6	90.8	89.7	88.8	96.8	6.0	95.8	72	97.6
MONROE	4	91.0	83.8	90.8	88.8	98.9	94.4	94.2	94.3	94.3	99.2	6.5	99.6	78	100.0
MONTVILLE	4	87.0	78.3	85.7	84.0	91.3	90.3	92.1	91.7	91.3	98.3	6.0	97.7	75	100.0
NAUGATUCK	2	86.0	72.2	84.1	81.2	93.2	86.3	90.9	88.6	88.5	95.9	5.5	96.3	72	99.3
NEW BRITAIN	3	81.4	66.3	80.5	76.7	82.1	83.8	89.1	84.5	85.9	94.8	5.3	91.0	69	97.4
NEW CANAAN	2	93.3	86.8	93.5	91.5	100.0	95.4	95.7	95.7	95.5	100.0	6.9	100.0	83	100.0
NEW FAIRFIELD	4	89.0	80.4	89.9	86.8	98.2	93.5	95.0	92.9	93.9	100.0	6.3	99.5	78	99.5
NEW HAVEN	1	72.2	53.6	69.4	65.7	58.1	74.4	79.1	75.7	76.4	84.8	4.5	76.9	60	88.5
NEWINGTON	2	89.7	79.8	90.2	87.0	98.0	92.9	94.9	94.4	93.9	99.4	6.4	99.1	78	99.1
NEW LONDON	3	77.8	62.3	75.7	72.5	75.3	83.2	88.1	83.6	85.1	96.2	5.2	92.4	66	94.6
NEW MILFORD	5	88.7	81.0	88.9	86.5	95.7	92.0	94.8	93.1	93.3	99.2	6.3	98.6	76	98.6
NEWTOWN	5	86.9	79.0	88.7	85.2	94.8	90.1	93.1	91.4	91.5	97.8	6.5	98.3	76	98.9
NORTH BRANFORD	2	86.9	74.2	88.0	83.6	93.9	91.7	93.6	91.1	92.3	99.4	6.0	97.0	75	98.8
NORTH HAVEN	2	87.3	75.9	86.4	83.6	94.4	86.3	91.4	88.5	88.6	95.9	5.8	97.4	72	97.4
NORTH STONINGTON	2	92.4	81.7	91.9	89.1	100.0	94.3	94.8	92.9	94.1	100.0	6.8	100.0	83	100.0
NORWALK	3	84.3	71.3	81.0	79.8	87.8	84.5	90.2	86.6	86.6	94.9	5.8	94.9	69	94.6
OLD SAYBROOK	3	88.5	80.3	89.1	86.3	95.7	92.2	92.2	91.3	92.0	98.3	6.3	98.3	78	99.1
PLAINFIELD	6	83.3	71.4	83.5	79.9	90.8	85.0	89.0	83.8	86.2	94.2	5.4	96.1	69	96.7
PLAINVILLE	4	84.2	75.5	85.1	82.0	92.0	88.8	91.6	90.0	90.1	97.7	6.1	96.3	75	98.1

MATHEMATICS

LANGUAGE ARTS

WRITING

READING

DISTRICT

TOC

Comp	Conc	Prob	Total		Mech	Comp	Libr	Total		Mean Holistic Score	% At or Above SLOEP	Mean DRP Unit Score	% At or Above SLOEP
			Mean % Correct	% At or Above SLOEP				Mean % Correct	% At or Above SLOEP				
84.8	75.3	86.5	82.6	96.4	90.1	91.7	91.6	91.0	96.4	6.2	98.8	73	97.6
90.1	83.5	89.5	88.0	98.9	93.7	93.8	94.4	93.9	98.9	6.5	98.9	78	100.0
86.4	75.5	86.8	83.4	92.7	89.4	89.9	89.1	89.5	95.9	6.0	95.9	76	100.0
92.0	86.4	91.0	90.0	97.2	94.1	94.9	94.8	94.5	99.2	6.5	99.2	80	99.2
88.2	80.7	89.3	86.4	97.3	90.9	93.9	91.2	92.1	99.3	6.2	99.3	78	100.0
82.4	72.3	85.2	80.4	94.4	89.3	90.2	88.4	89.4	96.6	5.8	96.0	73	99.4
85.2	74.4	85.4	82.1	91.9	87.5	89.8	87.3	88.3	94.6	5.8	92.5	75	98.6
93.0	87.1	91.3	90.7	98.7	95.0	95.1	93.8	94.7	99.7	6.7	99.5	83	100.0
87.4	77.7	88.9	85.1	97.0	89.6	91.0	89.2	90.0	97.0	5.4	95.5	76	100.0
83.9	76.6	85.2	82.2	92.2	89.5	92.5	89.9	90.7	97.7	6.0	97.3	76	98.1
89.0	79.6	88.9	86.2	95.7	92.0	94.0	92.2	92.7	99.6	6.4	99.3	73	99.6
88.0	74.6	88.6	85.5	97.2	90.8	92.5	88.2	90.8	99.3	5.9	95.8	73	96.5
81.6	68.6	80.2	77.3	78.3	82.8	85.9	83.2	84.0	90.0	5.4	89.7	68	92.6
86.0	76.6	87.0	83.6	92.6	88.3	90.3	89.6	89.3	97.5	6.3	96.6	73	99.0
83.9	72.0	83.4	80.2	91.1	88.1	89.3	87.7	88.5	95.8	5.9	96.5	70	96.4
86.2	75.0	87.2	83.3	95.6	88.9	91.6	89.0	89.9	96.7	6.5	99.3	76	98.7
82.4	70.7	82.3	78.9	92.8	90.1	92.7	89.1	90.9	98.6	5.7	95.7	72	95.7
84.3	77.0	84.9	82.4	92.0	87.8	90.4	89.7	89.2	97.0	6.7	95.9	75	97.0
89.8	82.3	88.9	87.3	96.2	92.4	92.6	92.0	92.4	99.4	6.3	100.0	76	99.4
86.9	78.6	86.7	84.4	96.0	88.3	91.9	89.1	89.8	98.3	6.1	94.2	75	99.0
90.8	78.8	89.6	86.8	97.1	91.0	93.7	92.6	92.3	98.9	6.4	98.5	78	99.3
87.7	80.1	88.8	85.8	95.6	90.1	91.4	89.3	90.4	97.8	6.1	97.6	76	99.5
83.7	70.0	84.2	79.9	91.2	88.1	90.3	86.7	88.6	98.1	5.8	96.4	73	98.1
76.0	60.0	74.2	70.7	69.8	82.3	85.4	81.7	83.3	92.9	5.2	88.3	66	93.9
86.6	77.0	86.0	83.6	94.4	90.4	93.8	91.6	91.9	97.4	6.1	95.7	75	97.6
88.1	75.6	86.1	83.7	95.6	89.7	92.7	89.2	90.7	98.7	5.6	97.0	73	100.0
85.6	78.4	87.7	84.2	96.6	90.7	94.3	91.6	92.7	99.0	6.7	100.0	73	96.4
91.0	84.2	89.8	88.6	99.1	90.7	94.3	93.6	94.8	99.6	6.5	99.6	76	98.2
79.4	66.2	79.4	75.5	83.3	83.0	86.3	83.4	84.3	94.8	5.2	89.0	68	95.4
92.7	86.4	92.0	90.6	100.0	94.6	95.6	94.2	94.8	100.0	6.5	99.4	80	100.0
90.0	83.3	90.3	88.1	96.4	94.0	95.5	94.7	94.7	98.9	6.5	99.4	78	98.4
90.0	81.0	88.9	87.0	96.3	91.3	93.4	92.0	92.2	98.3	6.0	97.3	75	98.3
92.5	85.9	92.5	90.5	100.0	94.6	96.1	95.9	95.4	100.0	7.0	99.7	80	99.7
82.2	69.7	82.3	78.5	85.4	85.5	89.9	87.5	87.5	96.0	5.6	92.0	70	95.7
87.1	80.4	88.5	85.6	96.9	89.7	94.0	93.5	92.1	99.4	6.0	95.9	78	100.0
88.7	80.9	88.4	86.3	99.3	91.9	92.7	92.7	92.4	99.3	5.9	96.6	78	99.3
84.1	71.0	84.1	80.3	90.3	88.8	90.5	89.9	89.7	97.9	5.8	96.6	75	99.7
83.0	75.5	83.6	81.0	89.0	89.4	91.1	87.4	89.6	96.6	6.2	99.1	72	94.9
86.9	79.1	85.6	84.2	95.1	90.2	89.2	89.3	89.7	94.3	6.4	96.7	75	95.9
91.6	84.0	91.0	89.1	97.9	93.1	94.7	93.1	93.7	99.2	6.7	98.9	83	99.7
88.7	80.7	89.9	86.8	98.7	90.7	93.9	84.7	90.5	100.0	6.4	100.0	78	100.0
85.7	77.8	87.0	83.8	96.2	90.1	91.9	89.8	90.7	98.9	6.4	99.5	75	98.9
84.2	78.8	85.3	83.0	92.9	89.7	93.0	90.7	91.1	98.1	6.2	100.0	73	97.2
91.7	83.4	90.1	88.7	97.6	92.9	94.8	93.3	93.7	99.5	6.7	100.0	78	99.5
89.9	78.5	89.9	86.5	99.3	92.6	94.0	92.2	93.0	100.0	6.5	99.3	76	100.0
87.9	82.2	88.0	86.2	96.8	88.5	91.7	89.7	89.9	95.2	6.5	98.4	76	98.4
86.9	82.0	89.8	86.5	96.6	91.6	93.6	91.6	92.3	98.9	6.5	100.0	78	97.6
88.1	79.4	87.9	85.5	98.1	90.4	91.8	87.8	90.3	97.6	6.5	96.8	75	99.2
88.6	77.4	86.1	84.5	95.3	90.2	93.0	92.0	91.6	99.3	6.1	98.0	78	98.7
87.9	79.1	86.3	84.7	95.3	90.2	93.2	90.9	91.4	98.7	6.4	99.2	73	97.4
88.8	80.2	88.3	86.1	98.5	90.2	93.9	92.7	92.1	98.5	6.2	98.5	75	98.5
88.8	82.3	90.6	87.5	100.0	92.0	94.2	91.1	92.6	98.1	5.7	96.2	80	100.0
85.1	73.5	84.6	81.5	89.7	87.9	90.5	89.6	89.2	96.9	6.2	97.3	73	97.1
83.3	73.7	86.2	81.5	93.2	88.4	89.9	90.2	89.4	97.2	6.3	97.7	72	98.3
85.6	75.7	86.2	82.9	93.6	92.9	93.4	91.9	92.8	98.9	6.7	100.0	78	100.0
83.8	69.4	84.3	79.7	97.1	84.3	88.8	87.1	86.6	96.2	5.5	92.1	70	98.3
84.7	71.0	83.1	80.1	95.0	84.5	87.5	86.7	86.1	97.5	5.4	93.7	68	97.5
84.4	73.5	86.3	81.9	96.6	86.2	91.1	89.2	88.6	98.3	6.2	99.1	75	99.2
86.7	72.1	85.9	82.1	97.0	86.2	89.3	87.6	87.6	99.0	5.3	94.4	70	99.0
79.1	59.4	76.1	72.3	76.6	77.2	85.3	83.8	81.6	95.9	4.7	84.7	62	89.5
85.3	77.5	87.3	83.7	97.0	86.6	89.1	86.8	87.6	100.0	5.5	95.1	70	99.4
83.0	73.1	86.1	82.0	98.2	85.1	89.4	86.5	87.0	98.2	5.3	92.2	72	99.5
81.9	65.8	80.6	76.7	90.0	81.4	89.0	80.2	83.9	94.5	5.2	92.6	69	99.1
84.2	71.6	84.7	80.7	93.6	85.0	87.5	86.8	86.3	95.4	6.0	97.1	70	97.7
73.4	60.6	74.1	69.4	69.4	73.9	80.7	77.5	77.2	86.2	4.4	77.5	60	86.2
86.7	77.0	85.7	83.5	95.7	86.4	89.8	88.8	88.2	98.8	5.6	95.1	72	98.6
83.6	74.1	83.2	80.6	92.5	86.5	90.6	88.8	88.5	97.2	5.6	95.3	72	98.1
85.3	74.6	85.5	82.2	96.0	83.1	90.1	86.0	86.3	98.4	5.1	93.5	72	99.2
86.2	72.5	84.7	81.7	95.7	84.2	87.0	85.6	85.5	95.0	5.2	90.0	69	99.4
84.3	73.2	85.7	81.5	95.3	84.8	91.5	89.1	88.2	98.1	5.4	93.8	69	96.9
85.1	73.2	84.0	81.2	91.8	83.5	87.4	87.8	85.9	95.7	5.3	92.4	73	99.5
90.1	82.7	90.5	88.1	98.7	93.2	95.3	94.2	94.2	100.0	6.9	100.0	80	100.0

FOOTNOTES to Table 5

School districts that received students from other town or school districts are listed below: A (P) means that the district sends its students to two or more school districts. (Source: Feeder Patterns/School Verification Form, 1983)

1. Avon receives students from Hartford (P).
2. Bolton receives students from Willington (P).
3. Branford receives students from Hartford (P).
4. Canton receives students from Hartford (P).
5. Derby receives students from Ansonia (P), New Haven (P), Oxford (P), and Seymour (P).
6. East Lyme receives students from Salem (P).
7. Farmington receives students from Hartford (P).
8. Glastonbury receives students from East Hartford (P), Hartford (P), Rocky Hill (P), and Wethersfield (P).
9. Granby receives students from Hartford (P), Suffield (P), and Windsor Locks (P).
10. Griswold receives students from Canterbury (P), Lisbon (P), and Voluntown (P).
11. Killingly receives students from Brooklyn (P), Canterbury (P), Eastford (P), Griswold (P), Plainfield (P), Sterling (P), Voluntown (P), and Woodstock (P).
12. Lebanon receives students from Amston, Andover (P), Baltic (P), Bozra (P), Colchester (P), Columbia, Franklin, Hebron, Marlborough (P), North Franklin, and Salem (P).
13. Ledyard receives students from East Lyme (P), Groton (P), Montville (P), New London (P), Preston (P), Stonington (P), and Waterford (P).
14. Manchester receives students from Hartford (P).
15. Middletown receives students from Clinton (P), Cromwell (P), Durham (P), East Hampton (P), Guilford (P), Old Saybrook (P), and Portland (P).
16. Monroe receives students from Bridgeport (P), Derby (P), Newtown (P), and Oxford (P).
17. Naugatuck receives students from Beacon Falls (P).
18. New Canaan receives students from Danbury (P), Darien (P), Fairfield (P), and Huntington (P).
19. New Milford receives students from Sherman (P).
20. North Stonington receives students from Preston (P) and Voluntown (P).
21. Plainfield receives students from Canterbury (P) and Sterling (P).
22. Plainville receives students from Hartford (P).
23. Putnam receives students from Pomfret (P).
24. Seymour receives students from Beacon Falls (P) and Oxford (P).
25. Southington receives students from New Britain (P) and Wolcott (P).
26. South Windsor receives students from Hartford (P) and Glastonbury (P).
27. Stafford receives students from Union (P).
28. Suffield receives students from Avon (P), Bloomfield (P), Canton (P), East Granby (P), Enfield (P), Granby (P), Hartford (P), Simsbury (P), Windsor (P), and Windsor Locks (P).
29. Tolland receives students from Willington (P).
30. Trumbull receives students from Bridgeport (P), Monroe (P), Shelton (P), and Stratford.
31. Vernon receives students from East Windsor (P), Ellington (P), Manchester (P), Somers (P), South Windsor (P), Stafford (P), and Tolland (P).
32. Wallingford receives students from Branford (P), Cheshire (P), East Haven (P), Hamden (P), Meriden (P), New Haven (P), North Branford (P).
33. Waterbury receives students from Naugatuck (P).
34. West Hartford receives students from Hartford (P).
35. Wethersfield receives students from Bristol (P), Hartford (P), Marlborough (P), Plainville (P), Southington (P), and Watertown (P).
36. Wilton receives students from Bridgeport (P).
37. Windham receives students from Canterbury (P), Columbia (P), and Willington (P).
38. Region #1 receives students from Canaan (P), Cornwall, Kent (P), North Canaan (P), Salisbury (P), and Sharon (P).
39. Region #5 receives students from Bethany (P), Orange (P), and Woodbridge (P).
41. Region #6 receives students from Burlington (P), Goshen (P), Harwinton (P), Litchfield (P), Morris, New Hartford (P), Thomaston (P), Torrington (P), Warren, and Winsted.
42. Region #7 receives students from Barkhamsted (P), Colebrook (P), New Hartford (P), New Hartford (P), and Norfolk (P).
43. Region #8 receives students from Andover (P), Hebron (P), and Marlborough (P).
44. Region #9 receives students from Easton (P) and Redding (P).
45. Region #10 receives students from Burlington (P) and Harwinton (P).
46. Region #11 receives students from Chaplin (P), Hampton (P), and Scotland (P).
47. Region #12 receives students from Bridgewater (P), Roxbury, and Washington (P).
48. Region #13 receives students from Durham (P) and Middlefield (P).
49. Region #14 receives students from Ansonia (P), Beacon Falls (P), Bethel (P), Bethlehem (P), Bridgewater (P), Brookfield (P), Danbury (P), Middlebury (P), Monroe (P), Naugatuck (P), New Milford (P), Newtown (P), Oakville, Oxford (P), Prospect (P), Seymour (P), Sherman (P), Southbury (P), Washington (P), Waterbury (P), Watertown (P), and Woodbury (P).
50. Region #15 receives students from Middlebury (P) and Southbury (P).
51. Region #17 receives students from Haddam (P) and Killingworth (P).
52. Region #18 receives students from Lyme (P) and Old Lyme (P).

53. E.O. Smith receives students from Ashford (P), Chaplin (P), Coventry (P), Hampton (P), Mansfield (P), Scotland (P), Willington (P), and Windham (P).
54. Gilbert Academy receives students from Hartland (P) and Winchester (P).
55. Norwich Academy receives students from Bozra (P), Canterbury (P), Franklin (P), Lisbon (P), Norwich (P), Preston (P), Salem (P), Strague (P), and Voluntown (P).
56. Woodstock Academy receives students from Booklyn (P), Eastford (P), Pomfret (P), Stafford (P), and Woodstock (P).
57. E. O'Brien VT receives students from Ansonia (P), Beacon Falls (P), Derby (P), Naugatuck (P), Oxford (P), Seymour (P), and Shelton (P).
58. Bullard-Haven VT receives students from Bridgeport (P), Fairfield (P), Monroe (P), Shelton (P), Stratford (P), and Trumbull (P).
59. Henry Abbott VT receives students from Bethel (P), Bridgewater (P), Brookfield (P), Danbury (P), Monroe (P), New Fairfield (P), New Milford (P), Newtown (P), Redding (P), Ridgefield (P), Sherman (P), Southbury (P), and Woodbury (P).
60. H.H. Ellis VT receives students from Brooklyn (P), Canterbury (P), Chaplin (P), Eastford (P), Griswold (P), Killingly (P), Plainfield (P), Pomfret (P), Putnam (P), Sterling (P), Thompson (P), Voluntown (P), and Woodstock (P).
61. Ella Grasso VT receives students from East Lyme (P), Griswold (P), Groton (P), Ledyard (P), Lyme (P), Montville (P), New London (P), North Stonington (P), Norwich (P), Stonington (P), and Waterford (P).
62. Eli Whitney VT receives students from Bethany (P), Branford (P), East Haven (P), Hamden (P), New Haven (P), North Branford (P), North Haven (P), and West Haven (P).
63. A. I. Prince VT receives students from Bloomfield (P), East Hartford (P), Enfield (P), Glastonbury (P), Hartford (P), Vernon (P), West Hartford (P), Wethersfield (P), Windsor (P), and Windsor Locks (P).
64. Howell Cheney VT receives students from Bloomfield (P), Bolton (P), Coventry (P), East Hartford (P), East Windsor (P), Ellington (P), Enfield (P), Glastonbury (P), Hartford (P), Manchester (P), Newington (P), Somers (P), South Windsor (P), Tolland (P), Vernon (P), Wethersfield (P), and Windsor Locks (P).
66. Vinal VT receives students from Clinton (P), Colchester (P), Cromwell (P), Deep River (P), Durham (P), East Haddam (P), East Hampton (P), Essex (P), Guilford (P), Haddam (P), Killingworth (P), Madison (P), Meriden (P), Middlefield (P), Middletown (P), North Branford (P), Portland (P), and Rocky Hill (P).
67. Platt VT receives students from Ansonia (P), Bethany (P), Derby (P), Milford (P), Orange (P), Seymour (P), Shelton (P), Stratford (P), West Haven (P), and Woodbridge (P).
68. E. C. Goodwin VT receives students from Avon (P), Berlin (P), Bristol (P), Burlington (P), Cromwell (P), Farmington (P), Glastonbury (P), Manchester (P), New Britain (P), Newington (P), Plainville (P), Plymouth (P), Southington (P), West Hartford (P), and Wethersfield (P).
69. Norwich VT receives students from Bozrah (P), Canterbury (P), Colchester (P), Franklin (P), Griswold (P), Groton (P), Lebanon (P), Ledyard (P), Lisbon (P), Montville (P), North Stonington (P), Norwich (P), Preston (P), Salem (P), Sprague (P), Voluntown (P), and Waterford (P).
70. J. M. Wright VT receives students from Darien (P), Greenwich, Norwalk (P), Ridgefield (P), Stamford (P), Weston, and Westport.
71. O. Wolcott VT receives students from Avon (P), Barkhamsted (P), Bethlehem (P), Canaan (P), Canton (P), Colebrook (P), Cornwall (P), Goshen (P), Hartland (P), Harwinton (P), Kent (P), Litchfield (P), Morris (P), New Hartford (P), Norfolk (P), North Canaan (P), Plymouth (P), Salisbury (P), Sharon (P), Thomaston (P), Torrington (P), and Winchester (P).
72. W. F. Kaynor VT receives students from Beacon Falls (P), Naugatuck (P), Prospect (P), Southbury (P), Waterbury (P), Watertown (P), Wolcott (P), and Woodbury (P).
73. Windham VT receives students from Andover (P), Ashford (P), Bolton (P), Chaplin (P), Columbia (P), Coventry (P), Franklin (P), Hampton (P), Hebron (P), Lebanon (P), Mansfield (P), Marlborough (P), Scotland (P), Sprague (P), Stafford (P), Tolland (P), Union (P), Willington (P), and Windham (P).

Table 6

Participation Rates for Ninth-Grade Students by District
School Year 1983-84

District	Total Ninth-Grade Population	Students Eligible For Testing ¹	Students Tested but Excluded from Summary Data ²	Percent of Eligible Students Tested ³				
				Mathematics	Language Arts	Writing	Reading	
ANSONIA	197	182	0	80.2	81.3	80.8	80.2	
AVON	191	191	19	88.0	88.0	86.4	88.0	
BERLIN	212	202	0	99.5	100.0	98.5	100.0	
BETHEL	351	344	4	100.0	98.8	98.8	99.1	
BLOOMFIELD	229	229	6	97.8	97.8	96.9	97.4	
BOLTON	58	52	0	96.2	94.2	92.3	92.3	
BRANFORD	308	307	5	96.7	97.7	97.1	97.4	
BRIDGEPORT	1706	1561	11	93.9	93.7	90.3	91.5	
BRISTOL	701	690	53	88.1	89.1	87.5	89.0	
BROOKFIELD	255	245	23	88.2	88.6	89.8	90.2	
BROOKLYN	100	97	0	97.9	97.9	97.9	97.9	
CANTON	103	102	8	92.2	92.2	92.2	92.2	
CHESHIRE	371	358	14	94.7	94.7	94.7	94.7	
CLINTON	166	165	0	99.4	99.4	99.4	98.8	
COLCHESTER	125	111	5	95.5	95.5	95.5	95.5	
COVENTRY	142	142	12	88.7	87.3	86.6	88.0	
CROMWELL	96	89	3	96.6	96.6	96.6	96.6	
DANBURY	626	585	18	95.0	94.5	93.7	94.5	
DARIEN	306	306	0	100.0	100.0	100.0	100.0	
DERBY	157	155	6	94.8	94.2	94.8	93.5	
EAST GRANBY	60	59	0	100.0	100.0	100.0	100.0	
EAST HADDAM	64	62	7	88.7	88.7	88.7	88.7	
EAST HAMPTON	130	109	3	97.2	97.2	97.2	97.2	
EAST HARTFORD	682	677	64	81.5	80.9	80.1	81.3	
EAST HAVEN	305	288	0	92.0	91.0	90.3	91.3	
EAST LYME	317	316	29	89.9	89.9	89.6	87.7	
EAST WINSTOR	120	120	17	85.0	85.0	84.2	85.0	
ELLINGTON	165	142	0	96.5	94.4	93.7	95.1	
ENFIELD	737	718	45	91.6	92.3	89.7	92.9	
FAIRFIELD	647	595	10	94.3	94.5	93.9	93.8	
FARMINGTON	225	219	7	95.9	95.9	95.9	95.9	
GASTONBURY	402	396	31	91.9	91.9	91.9	91.9	
GRANBY	136	129	0	100.0	99.2	100.0	100.0	
GREENWICH	678	624	26	95.7	95.5	95.4	95.7	
GROTON	112	109	14	97.2	97.2	96.3	96.3	
GUILFORD	324	324	28	95.6	95.8	94.8	95.8	
HANDEN	531	526	47	91.4	91.4	90.7	91.0	
HARTFORD	1905	1680	239	89.2	87.5	88.0	88.0	
KILLINGLY	262	253	8	80.8	81.2	78.6	80.8	
LEDANOM	115	106	0	94.9	92.9	94.1	94.5	
LEDYARD	287	286	9	100.0	100.0	100.0	100.0	
LITCHFIELD	92	92	6	96.2	96.2	97.1	95.1	
MADISON	253	253	7	91.3	91.3	91.3	91.3	
MANCHESTER	270	269	38	100.0	100.0	100.0	100.0	
MERIDEN	659	601	1	92.4	91.7	91.6	92.3	
MIDDLETOWN	352	323	30	99.5	99.5	99.2	99.3	
MILFORD	654	633	16	89.2	89.2	88.9	89.4	
MONROE	279	268	2	93.4	92.6	92.2	92.7	
MONTVILLE	202	199	24	98.5	98.9	98.5	99.3	
NAUGATUCK	230	318	20	86.9	87.4	87.4	87.4	
NEW BRITAIN	543	437	0	93.1	93.1	93.1	92.1	
NEW CANAAN	303	286	5	88.8	87.6	86.0	89.7	
NEW FAIRFIELD	245	224	1	98.6	98.6	98.3	98.6	
NEW HAVEN	1287	1131	12	99.1	99.1	99.1	99.1	
NEWINGTON	377	353	0	88.8	87.6	85.7	88.0	
NEW LONDON	215	186	0	99.2	98.9	98.9	98.6	
NEW MILFORD	373	366	0	100.0	99.5	98.9	98.9	
NEWTOWN	368	364	0	95.6	96.4	95.6	95.4	
NORTH BRANFORD	177	172	8	99.7	99.7	99.7	99.7	
NORTH HAVEN	282	279	12	95.3	95.3	95.3	95.3	
NORTH STONINGTON	68	68	6	95.3	95.7	95.0	95.0	
NORWALK	864	792	18	91.2	91.2	91.2	91.2	
OLD SAYBROOK	126	123	4	91.4	92.0	91.2	90.9	
PLAINFIELD	230	230	15	94.3	95.1	95.1	95.1	
PLAINVILLE	240	240	23	80.4	81.7	77.4	79.1	
PLYMOUTH	178	169	0	88.7	89.6	89.2	90.0	
PORTLAND	102	99	5	98.8	98.8	98.8	98.8	
				94.9	94.9	93.9	93.9	

¹The number of eligible students is determined by excluding certain Special Education, Bilingual, and English-as-a-Second-Language (ESL) students from the total population of ninth-grade students.

²These are students designated "handicapped exclude" (HE) or "Bilingual" (B) by local education agencies.

³These percentages include only those students receiving valid scores.

Table 6

Participation Rates for Ninth-Grade Students by District
School Year 1983-84

District	Total Ninth-Grade Population	Students Eligible For Testing ¹	Students Tested but Excluded from Summary Data ²	Percent of Eligible Students Tested ³				
				Mathematics	Language Arts	Writing	Reading	
PUTNAM	139	134	15	91.8	91.8	91.8	91.8	
RIDGEFIELD	402	402	26	93.3	93.3	92.8	93.3	
ROCKY HILL	158	157	4	95.5	94.3	94.3	96.2	
SEYMOUR	196	196	15	90.3	90.3	90.3	91.3	
SHELTON	459	447	0	96.4	96.2	95.1	96.6	
SIMSBURY	398	395	17	95.4	95.4	95.2	95.4	
SOMERS	75	75	8	88.0	88.0	88.0	88.0	
SOUTHINGTON	528	527	37	92.8	92.6	91.7	92.2	
SOUTH WINDSOR	296	293	17	94.2	94.2	94.2	94.2	
STAFFORD	158	150	0	95.3	94.3	94.7	95.3	
STAMFORD	934	897	19	92.3	92.9	92.1	92.9	
STONINGTON	206	206	3	98.5	98.5	98.5	98.5	
STRATFORD	595	557	0	98.7	98.7	98.0	99.1	
SUFFIELD	152	152	8	100.0	97.4	96.7	97.4	
THOMASTON	78	69	0	100.0	100.0	100.0	100.0	
THOMPSON	109	100	8	100.0	100.0	98.0	100.0	
TOLLAND	167	167	7	95.8	95.8	95.2	95.8	
TORRINGTON	325	299	33	99.3	99.3	98.0	99.0	
TRUMBULL	505	495	37	91.5	91.7	91.7	91.7	
VERNON	406	401	32	91.0	91.3	92.0	91.0	
WALLINGFORD	449	424	26	99.5	99.8	98.1	100.0	
WATERBURY	857	839	54	90.8	90.9	90.7	91.5	
WATERFORD	252	242	2	96.7	97.1	95.9	97.5	
WATERTOWN	333	305	1	97.7	97.7	97.4	97.7	
WESTBROOK	81	81	0	100.0	100.0	100.0	100.0	
WEST HARTFORD	711	690	7	98.4	98.4	98.1	98.3	
WEST HAVEN	463	413	32	94.4	93.5	92.7	93.9	
WESTON	186	186	0	99.5	100.0	99.5	100.0	
WESTPORT	414	403	44	88.8	88.8	87.6	88.1	
WETHERSFIELD	302	299	4	98.3	98.3	97.7	98.0	
WILTON	355	334	21	99.7	100.0	99.7	99.7	
WINDHAM	402	377	11	94.4	93.6	92.8	93.4	
WINDSOR	349	347	23	92.5	92.5	92.2	92.5	
WINDSOR LOCKS	174	165	15	90.3	90.3	90.3	90.3	
WOLCOTT	306	295	2	98.3	98.6	98.6	99.0	
REGION I	133	123	10	95.9	95.9	93.5	95.9	
REGION IV	134	132	8	92.4	93.2	93.2	92.4	
REGION V	403	403	23	94.0	94.0	93.8	94.3	
REGION VI	88	78	2	97.4	97.4	97.4	97.4	
REGION VII	199	184	0	99.5	99.5	98.9	99.5	
REGION VIII	236	230	17	91.7	91.3	91.3	91.7	
REGION IX	219	219	12	93.6	93.2	94.1	93.6	
REGION X	186	174	19	87.4	87.9	87.4	87.9	
REGION XI	68	67	4	92.5	92.5	92.5	92.5	
REGION XII	94	94	4	94.7	94.7	94.7	94.7	
REGION XIII	140	138	10	92.8	92.0	91.3	92.0	
REGION XIV	167	165	17	90.3	90.3	90.3	90.3	
REGION XV	280	271	15	86.7	85.6	88.2	85.6	
REGION XVII	149	142	8	93.7	92.3	93.7	92.3	
REGION XVIII	113	111	4	93.7	93.7	93.7	93.7	
NORWICH FREE ACD	544	531	15	93.2	92.5	91.7	91.9	
GILBERT SCHOOL	193	186	4	94.6	94.6	95.2	93.5	
WOODSTOCK ACDNY	109	94	0	100.0	100.0	98.9	98.9	
BULLARD HAVENS	256	240	0	99.6	99.6	99.6	99.6	
HENRY ABBOTT VT	230	226	64	71.2	71.2	70.8	70.8	
M H ELLIS VT	123	117	5	100.9	100.9	99.1	100.9	
ELI WHITNEY VT	210	200	10	100.0	100.0	98.5	100.0	
A I PRINCE VT	213	188	15	91.5	91.5	90.4	91.5	
CHENEY VOC TECH	166	166	2	100.0	97.0	97.6	98.2	
WILCOX VOC TECH	219	219	0	100.0	100.0	99.5	100.0	
VINAL VOC TECH	156	153	0	100.0	100.0	100.0	99.3	
GOODWIN VOC TECH	249	249	26	88.8	88.4	88.3	89.2	
NORWICH VOC TECH	173	173	0	100.0	100.0	98.8	100.0	
WRIGHT VOC TECH	199	199	30	80.4	79.9	75.9	79.9	
WOLCOTT VOC TECH	176	176	13	92.0	92.0	92.6	92.0	
KAYNOR VOC TECH	213	213	0	99.5	100.0	100.0	100.0	
WINDHAM VOC TECH	136	136	9	91.9	91.9	91.2	91.2	
O BRIEN VOC TECH	161	161	0	100.0	100.0	99.4	100.0	
PLATT VOC TECH	258	258	0	100.0	100.0	99.6	100.4	
SOUTHEASTERN TEC	205	205	20	89.8	89.8	89.8	89.8	
E O SMITH SCHOOL	179	177	21	87.6	87.0	87.0	87.6	

¹The number of eligible students is determined by excluding certain Special Education, Bilingual, and English-as-a-Second-Language (ESL) students from the total population of ninth-grade students.

²These are students designated "handicapped exclude" (HE) or "Bilingual" (B) by local education agencies.

³These percentages include only those students receiving valid scores.

CONNECTICUT BASIC SKILLS PROFICIENCY TESTING PROGRAM FALL 1983
INDIVIDUAL STUDENT REPORT

STUDENT NAME: Cleo Pahtra

DISTRICT: Liberty CT

GRADE: 9

STUDENT ID: 170001

SCHOOL: Liberty High School

	MATHEMATICS				LANGUAGE ARTS				WRITING SAMPLE	READING	
	COMPUTATION	CONCEPTS	PROBLEM SOLVING	TOTAL	MECHANICS	COMPOSING	LIBRARY SKILLS	TOTAL		RAW	DRP Units
STUDENT'S SCORE	69.1%	66.2%	59.1%	65%	57.4%	64.9%	63.2%	61.1%	3	67	72
STATEWIDE LEVEL OF EXPECTED PERFORMANCE (SLOEP)				62%				58%	4	39	47

You have scored at or above SLOEP on mathematics, language arts, and reading.
 You have scored below SLOEP on the writing test. Your school should diagnose your skills in this area and, if necessary, provide you with remedial help. You will need to be retested annually until you reach or exceed the SLOEP.
 If you have questions concerning your scores, contact your teacher or principal.

ABOUT THE EERA TESTING PROGRAM: The Connecticut Basic Skills Proficiency Test is one part of the Education Evaluation and Remedial Assistance (EERA) Act, passed in 1978. Two major purposes of the law are to help students acquire proficiency in the basic skills and to gather information that will help improve school programs. In addition, the law was amended in 1982 to require that students who scored below the Statewide Level of Expected Performance (SLOEP) on any part of this test must be retested annually in the area(s) of weakness until they score at or above the statewide standard.

WHAT THE TESTS MEASURE: There are four parts to the EERA basic skills proficiency examination: Mathematics, Language Arts, Writing Sample, and Reading. The four parts of this test were designed to measure those skills that students should have acquired after eight years of school. The Mathematics Test measures three skill areas: computation, concepts, and problem solving. The Language Arts Test also measures three skill areas: mechanics of written expression, composition, and the use of library and reference materials. The Writing Sample measures a student's writing skills, as demonstrated on a 25-minute exercise describing a personal experience. The Reading Test measures a student's ability to understand nonfiction reading material, and identifies the level of reading material that a student can read with comprehension.

STATEWIDE LEVEL OF EXPECTED PERFORMANCE (SLOEP): A SLOEP has been set to represent minimum proficiency on each of the four parts of this test. The SLOEPs for the four parts of this test are presented above. Each SLOEP was established by Connecticut educators to identify those students whose achievement is significantly below grade level. Such students should receive further diagnosis by the local school and, if necessary, be provided with remedial assistance.

THE TEST SCORES: For the Mathematics and Language Arts Tests, scores are the percent of test questions answered correctly. A percent correct score is given above for each skill area and for total mathematics and total language arts. The Writing Sample score is expressed on a scale of 2 to 8 where 8 represents a very well-written essay. For the Reading Test, two scores are shown. The first score (Raw) represents the number of questions answered correctly out of the 77 questions on the test. The second score (DRP Units) identifies the difficulty level of reading material that a student can comprehend while in an instructional setting. Higher scores reflect increased student ability to comprehend more difficult prose. If asterisks (*) appear above in place of a test score, this means the student was absent, the answers were not scorable, or the student was not required to be tested in that area.

FIGURE 2

APPENDIX

SAMPLE PAPERS REPRESENTING THE SCORING RANGE FOR THE WRITING SAMPLE

The following student papers are representative samples of papers receiving summed holistic scores of 2, 4, 6, 8, and 0. Since each paper was scored by two readers on a scale of 1 to 4, a student's final score is on a range from 2 to 8. The Statewide Level of Expected Performance is a summed score of 4; students receiving a 2 or a 3 should receive further diagnosis at their local schools. (See pages 13-15 for a fuller explanation of holistic scoring.)

Students were asked to respond to the following essay topic:

Most of us have had a day when we were busy from morning to night. We may have been occupied with one project all day, or we may have been doing many different things.

Remember a busy day that you had. Write a composition telling what happened during your busy day.

Your composition will be read and scored by two Connecticut English teachers. Write your composition so that the teachers who read it will understand what happened during your busy day.

Sample Scoring-Range Papers, Continued

HOLISTIC SCORE OF 2 (TWO RATINGS OF 1)

WRITING SAMPLE
(Begin Here)

One Sunday mornig i open my eye and saw the bright
it started my day, I was wash cloths half of
the day and went to the store for my mother
then i for got the idem that she wanted so i
went back home and then i remember, I took a
rather trip to the store and I finally
got the idems, from there I had to go to work
I was late but i start to cook hamburgers
So i diag some burgers on the floor and,
Then i cook some more so the grees pop
on me wen i turn the burger over then i went
to the boss and shodi him the burn and he
tal me to take a brake for the day.

HOLISTIC SCORE OF 4 (TWO RATINGS OF 2)

WRITING SAMPLE
(Begin Here)

One of my most busy days was when I was at Cape Cod. I wake up (at 5:30), get dress. Then I went downstairs, eat breakfast. Then made lunch to go fishing. I was going with my cousin, Uncle, Aunt, & Poppy. We hook up the big boat. Then off we went. It took 1 hour to get out in the ocean where the fish were. We caught 27 flard and one blue. We start back at 1:30 or so. Then we all cleaned the boat, and the fish. And we were all invited to dinner at my Uncle's friends house for 6:00. We all had to take shower and still clean the boat and fish. But we did it. We didn't get home till 11:30. And we had to get up at 5:30 again to go home.

Sample Scoring-Range Papers, Continued

HOLISTIC SCORE OF 6 (TWO RATINGS OF 3)

WRITING SAMPLE
(Begin Here)

The busiest day of my life was July 29, 1983. It was my birthday and I was turning 14.

I woke up at 10:00 to find my mother yelling at me to clean up. When I finished cleaning up, I had time to relax and think about what I was going to do today.

Later on that day after I finished cleaning up, I went over my girlfriends to get my present. After I picked the present up we went to the movies. After the movies my Parents took me out to dinner. When I got home that night it was 11:00.

If this wasn't the busiest day of my life, I don't know what was.

HOLISTIC SCORE OF 8 (TWO RATINGS OF 4)

WRITING SAMPLE
(Begin Here)

One day in the middle of winter, I believe it was in February, was probably the most hectic scene working day I have ever gone through in my entire entire, young life. The day just seemed to slip by and by, and the more I would work the less I that would get done. Looking back now, I recall it was a weekend's day a few weeks after my mother had gone on vacation to visit relatives down south.

The morning was dark and overcast, and taking that into consideration I climbed back into bed and began to finish the dream that was ruthlessly erased from my mind when the alarm or the clock went off. My sisters were getting ready for school when I had gotten up the first time. I can still remember them in fighting discussion on which shade of eye shadow goes on top, right under the brow. Which was to go on the nose and which lovely shade was to be placed on the lip. The bright face beautiful hazel eyes. Again my older sister had come into the scene to make

Sample Scoring-Range Papers, Continued

HOLISTIC SCORE OF 8 (CONTINUED)

WRITING SAMPLE (continued)

certain I was asleep, so that she could casually borrow my new, bulky navy blue sweater which would just look 'daring' on her. Before she entered from the room I heard her tell me that they were leaving for the bus stop. I then proceeded to get up, finding that I only had 20 minutes to shower so my hair, eat and finish my algebra which was due first sat. I jumped into the tub, and jumped right. I'm sure we can all imagine what that shower was like. I changed into my jeans and a T-shirt realizing I only had 5 minutes left, I began to panic. The bus of course was early. I ran out of the house, locked the door and by then the bus was heading down the street. Some friends on the bus saw that I was going to catch the bus and had told the driver to please wait. We arrived

HOLISTIC SCORE OF 0 (TWO RATINGS OF 0)

WRITING SAMPLE
(Begin Here)

I went to school and did work.

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